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State of Wisconsin

Department of Public Instruction

THE 1973-75 BIENNIAL REPORT

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State of Wisconsin DEPARTMENT OF PUBLIC INSTRUCTION

Barbara Thompson, Ph.D.
State Superintendent

Dwight M. Stevens, Ph.D.
Deputy State Superintendent

December 10, 1975

Honorable Patrick J. Lucey
Governor of Wisconsin
Members of the Legislature
And
People of Wisconsin

We are pleased to transmit the Department of Public Instruction report for the biennium ending June 30, 1975.

The 1973-75 biennium was a significant period for Wisconsin elementary and secondary education. I compliment the legislature for their supportive action but with all the changes and advances made, more remains to be done. All Wisconsin children are not receiving equal educational opportunities, and this most important resource, the children of Wisconsin, have the chance of not realizing their full potential.

It is our hope that this report will be of interest and use to all who share the common goals and responsibilities for public education in Wisconsin.

Respectfully submitted,

Barbara Thompson

Barbara Thompson
State Superintendent

BT/dm

126 Langdon Street, Madison, Wisconsin 53702

The 1973-75 Biennium

The Department of Public Instruction

The Department of Public Instruction is headed by the State Superintendent of Public Instruction, a nonpartisan constitutional officer elected directly by the people. The Superintendent is charged by the state statute to "... supervise and inspect the public schools ..." [s. 115.28(3)], to "... maintain and govern the school for the visually handicapped and the school for the deaf ...." [s. 115.52(2)], and to "... administer a program for the extension and improvement of library services throughout this state ..." [s. 43.01].

On July 2, 1973, Dr. Barbara Thompson took office as the State Superintendent and named Dr. Dwight M. Stevens as the Deputy State Superintendent. At the same time, the number of departmental divisions was reduced from seven to six by the creation of the Division for Management and Planning Services, which included the responsibilities formerly carried out by the Division for Planning Services and the Division for Administrative Services. Also, the former Division for Field Services was renamed the Division for School Board and Administrator Services to more accurately depict the broadened scope of the division. An organization chart is shown on Page 3. The chief executive personnel for the biennium were:

Robert C. Van Raalte	Administrator, Division for Instructional Services
John W. Melcher Kenneth R. Blessing (effective February 3, 1975)	Administrator, Division for Handicapped Services
Alan W. Kingston	Administrator, Division for Financial Aids Services
Donald E. Dimick	Administrator, Division for School Board and Administrator Services
Archie A. Buchmiller	Administrator, Division for Management and Planning Services
W. Lyle Eberhart	Administrator, Division for Library Services
Kenneth F. Huff John S. Shipman (effective August 26, 1974)	Superintendent, Wisconsin School for the Deaf
William H. English	Superintendent, Wisconsin School for the Visually Handicapped

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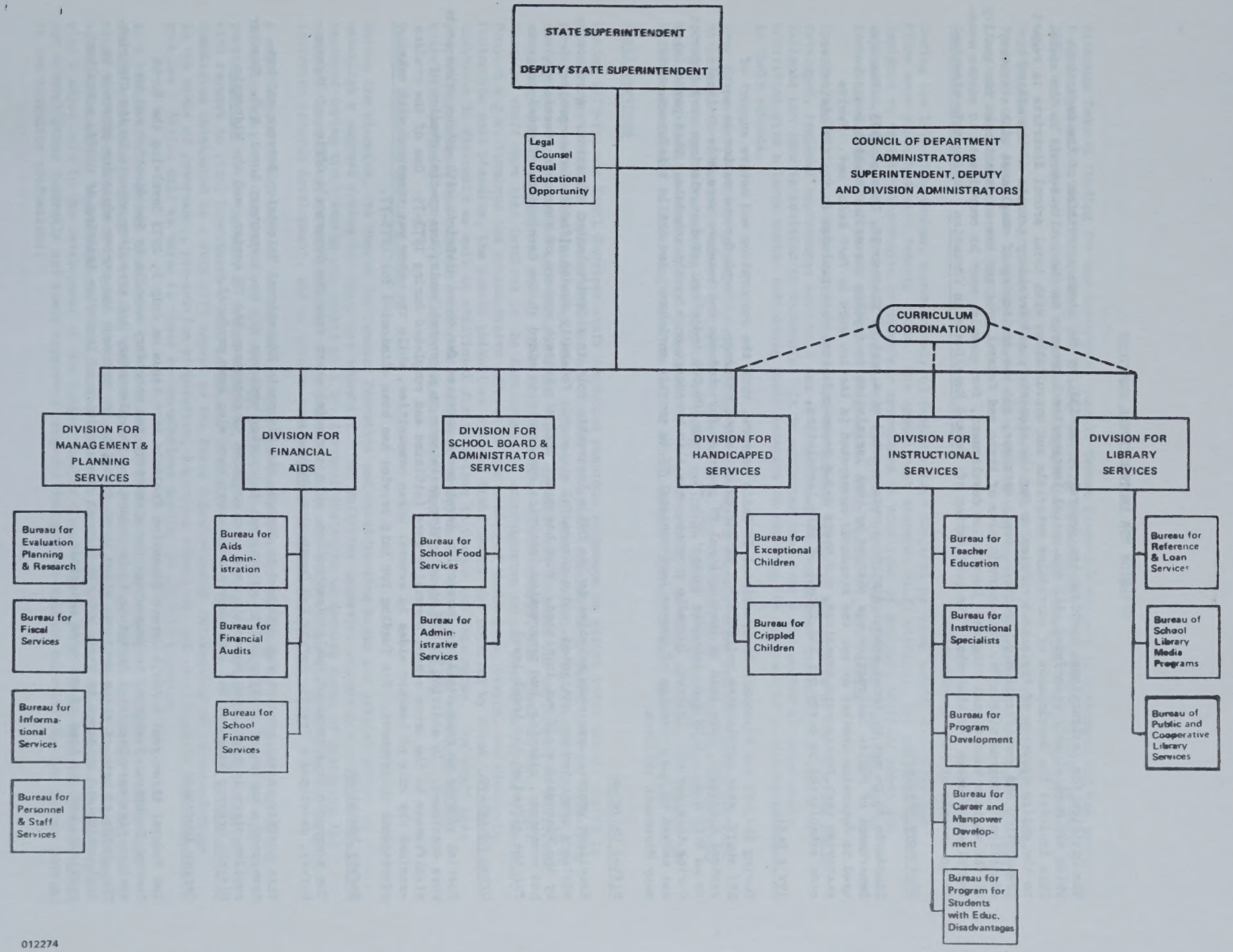
ORGANIZATION OF THE WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION



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DIVISION FOR INSTRUCTIONAL SERVICES

The Division for Instructional Services has general responsibility for those activities of the Department which are most closely associated with the actual instructional program in the public schools in the state. This includes the development of curriculum materials and consultation with local school districts in regard to the entire spectrum of the school curriculum for the elementary and secondary schools of the state, the preparation and certification of teachers, pupil services, and the monitoring of compliance with statutory educational program standards. The coordination of state and federal programs has an impact upon the quality of the state's educational program. Curriculum development, for example, must be coordinated to ensure meaningful experiences for students. The publication of Toward Excellence in Education during this biennium is an example of such coordination.

Statutory Standards

Standards to be met by local school districts were enacted as a part of Chapter 90, Laws of 1973. The Department of Public Instruction was charged by that legislation to develop the criteria which would be used to determine whether or not the standards enumerated in the law were in fact being met. Twelve statewide task forces were organized, and their major recommendations were included in the administrative code established to carry out the intent of this legislation.

ITV & Radio

During 1973-75 the Wisconsin Instructional TV/Radio network, with the cooperation and active support of DPI staff, made outstanding gains in its extension of school coverage. Except for one sector in north central Wisconsin, more than 80 instructional TV programs for students and teachers were made available on an 8:00 a.m. - 4:00 p.m. schedule during 1974-75. Over 600,000 individual student viewings were reported during this period. In turn, 23 radio programs were also broadcast on a weekly schedule. This period also was marked by the provision of summer instructional TV to provide enrichment and skills reinforcement for many Wisconsin children.

Gifted Children

Excellent progress was made relative to the DPI's leadership role in gifted/talented education. A statewide advisory committee was activated, and a successful six-state, federally funded gifted/talented project led by the Wisconsin staff was initiated. This has meant that significant numbers of Wisconsin educators have had awareness, planning, and programming inservice opportunities aimed at the development of model programs for the gifted at the local level.

Urban Education

Special efforts to make available curriculum development services for those districts with unique urban needs were continued. In addition to the consultative assistance on a general basis, two special studies of significance to the urban school community were initiated and completed during 1973-75. One of the studies examined the role of teacher aides in several urban communities, while the other was concerned with urban educational achievement. The funding for this service has been eliminated for 1975-77.

Safety Education

The Wisconsin Department of Public Instruction, with a special grant from the Governor's Office of Highway Safety, developed a Traffic Safety K-9 Curriculum Guide.

This traffic safety project was enlarged to include the Wisconsin Educational Television Network and has developed a series of traffic safety educational television programs for the elementary level, K-6. Teacher supplementary instructional materials have been produced to accompany the TV series, and the Wisconsin Bicycle Drivers Handbook and a teacher's supplement have also been produced.

Career Education

Two federal three-year K-Adult Career Education Projects were begun on July 1, 1973 involving the North Central Technical Institute in Wausau and the elementary and secondary schools in its district and the Western Wisconsin Technical Institute in La Crosse and the elementary and secondary schools in its district. The staffs of both of these projects aided local districts to implement the career education approach to instruction and guidance in their schools through the provision of inservice training of staff, consultant services, and the loan of resource materials.

Although federal funding for the three-year K-Adult Career Education Project in Sheboygan and the two K-Adult Career Education Projects in Eau Claire covering approximately 2 1/2 years expired in August 1974, both of these local districts continued to expand their career education programs in 1974-75.

Besides these four major projects, 80 smaller projects were funded in FY 74 with federal VEA and ESEA funds. A tally taken near the end of the biennium showed that 215 school districts (52%) were involved in career education to some degree.

Innovative Programs

During the 1973-75 biennium, approximately 63 demonstration projects by local school districts and CESAs were supported with federal funds. The annual cost averaged $1.75 million. The projects were designed to validate innovative or exemplary approaches to solutions of existing critical needs and emphasized largely such concerns as programs for the gifted, handicapped children education, use of technology in education, career education, programs in early childhood, and reading.

In order to alert teachers, administrators, and the general public to the results of the programs being developed, regional conferences were held and an educational fair sponsored involving the states of Illinois and Iowa in addition to Wisconsin. It is estimated that over 4,000 people attended these activities with a large number indicating their interest in adopting the programs or promising practices in their schools.

Over 75 percent of the programs are continued by the developing schools after federal support has been withdrawn. To illustrate the effectiveness of the program, the Madison Public Schools has successfully developed a program harnessing the computer to manage the large amount of student data generated in highly individualized instructional programs. The program developed is being introduced throughout the Madison schools and is receiving the attention of school people throughout the state and nation.

Pupil Services

During 1973-75, the Pupil Services staff conducted numerous workshops to assist local school staffs in the interpretation and implementation of new federal and state legislation in pupil records, work-study programs, career education, and other areas. Assistance was also provided to local school districts as new pupil services programs were initiated and others expanded and included the employment of additional elementary school counselors, school psychologists, school social workers, and school nurses. Pupil Services staff were also involved in the development of comprehensive school health curriculum guidelines. Project W.O.W. involved the collaborative efforts of the states of Washington, Oregon, and Wisconsin. During the next biennium, the health guidelines will be field tested and modified by about 160 school districts in Wisconsin as well as additional field testing in Oregon and Washington. The staff also planned, organized, and conducted statewide workshops on the use of the Inside/Out emotional health television series for over 600 teachers, administrators, and college professionals.

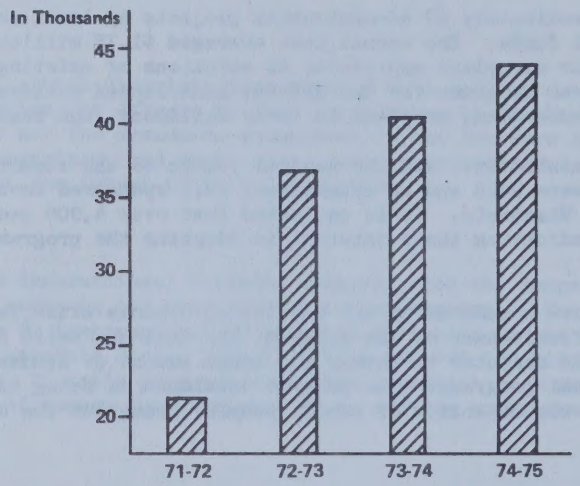
Teacher Education and Certification

During the biennium, the Bureau for Teacher Education and Certification began its initial effort to establish a support system for inservice education. One full-time inservice education consultant was employed during the biennium who worked with local school districts to develop means of assessing the needs of those districts and the needs of individual educational staff within the districts, to initiate inservice program development, and to develop communications models.

A major aspect of the work of the Bureau was with the Commission for the Study of Teacher Education and Certification. The Commission was appointed by the State Superintendent on January 21, 1974 for the purpose of "... reviewing and, if deemed advisable, recommending revision of procedures and standards with respect to [the] Department's role in teacher education and certification..." The work of the Commission culminated in a July 1975 report to the State Superintendent delineating 36 recommendations in the areas of governance, pre-service preparation, inservice education, and certification and licensure problems. Action will be taken on these recommendations during the 1975-77 biennium.

As a result of five recent amendments to the Wisconsin Administrative Code which changed or will change teacher education programs at colleges and universities in Wisconsin, the Bureau has worked with institutions in the development of programs in human relations, reading instruction for elementary and secondary school teachers, driver education, communicative disorders, and school nursing. The Bureau continued to play a major role in the development of two Indian Teacher Corps programs, the Career Opportunities Program, and several other federally and state supported programs designed to attract minority and low income persons to the education professions.

Processing applications for certification of professional educators is the primary function of the Certification Section. The evaluation of credit transcripts of all out-of-state and many in-state applicants is necessary as part of the process. Approximately 85,000 licenses were issued during the 1973-75 biennium, compared with about 60,000 in the prior two-year period. Reciprocal certification is available to Wisconsin teachers in 27 other states through the Interstate Certification Project.



TEACHER CERTIFICATES
ISSUED: 1971-1975

The audit of the certification and assignment of teachers in each of the 436 school districts is an essential responsibility of this Section. Computerized information on all teachers facilitates reporting of any existing discrepancies, which are followed by immediate corrective measures. A thorough study of the certification processes has been conducted by Department systems analysts. This will result in automating the certification operations to give better service at the same or reduced unit cost.

Certification of teachers of nonpublic schools continues to be a significant activity of this Section. This entails ascertaining that the schools in which applicants taught offered adequate programs during the period of the applicants' teaching therein, including on-site visitation of the schools to review their programs.

Instructional Specialists

During the 1973-75 biennium the Bureau of Instructional Specialists provided leadership and consultative services in the curricular areas. The specialists function at the national and regional as well as state levels in order to influence contemporary trends in education and to bring the best up-to-date information on subject areas to the schools of Wisconsin. Activities in which staff members have been involved during the biennium included curriculum change, teacher education at all levels, services to local educational agencies and other organizations and agencies of government, working with professional organizations, conducting surveys and studies, evaluating systems, conducting conferences, clinics and workshops, and administering federal and state funding programs. Within specific educational areas, outstanding or innovative accomplishments resulted from staff members being involved in the following activities:

Art

- Development of art standards related to Chapter 90, Laws of 1973.
- Establishment of guidelines for inclusion of music, art, and physical education in the IGE-MUS-E schools.
- Establishment of standards for preparation and certification of art educators which resulted in the establishment of two totally new teacher preparation programs at the University of Wisconsin-Green Bay and the University of Wisconsin-River Falls.
- Development of a new multi-disciplinary curriculum dealing with environmental aesthetics.
- Organization of the Wisconsin Alliance of Art Education.
- Promotion and development of large variety of instructional television programs including programs on American Indian Art.

Driver/Traffic Safety Education

- Involvement of all driver education educators in 24 regional inservice instructional workshops.
- A state conference for over 400 teachers and school administrators on new methods, curricula and materials, and equipment for driver/traffic safety education.
- Establishment of 12 multiple vehicle driver ranges and 9 simulation instruction laboratories in local districts.
- Establishment of a change in teacher certification that resulted in an increase in required semester hours to include six credits in alcohol traffic safety and behavioral modification courses.
- Chairmanship for driver education and alcohol/traffic safety for the Governor's Office of Highway Safety Coordination.

Early Childhood Education

- Creation of guidelines for the kindergarten standards in compliance with Chapter 90, Laws of 1973.
- Establishment of early childhood education as a priority area in which the Department of Public Instruction will strive to provide leadership.
- Cooperation with other state agencies to develop a series of position papers on child care/child development coordination, building codes for day care, day care issues and concerns, and early childhood teacher training.
- An opinion survey on early childhood programs.
- Workshops on preschool and the arts and kindergarten and the multi-unit elementary school.

English

- Development of the 1973 reading assessment report.
- Designation of a reading assessment model for use in the statewide reading assessment.
- Publication of a new curriculum guide entitled Composition in the Language Arts, Grades 1-8: An Instructional Framework.
- Development and implementation of the Wisconsin Right-to-Read plan.

Environmental Education

- Development of educational materials including two 30-minute video tapes for teacher inservice education, a publication entitled A Guide to Aesthetics in Environmental Education, and eight issues of Environmental Education Newsletter for Wisconsin Schools.
- Establishment of nine new environmental education programs which were funded in part with federal money.
- Involvement of nearly 400 Wisconsin teachers in graduate credit workshops in environmental education, taught either by the environmental education specialist or by staff trained through his efforts.
- Service with the Wisconsin Environmental Education Council and its Technical Staff Committee and participation in the final development of the State Master Plan for Environmental Education.

Indian Education

- Planning, development, and implementation of educational programs for Wisconsin Indian youth through supervision and administration of special service projects funded through the Johnson-O'Malley program.
- Participation in various state and federally funded programs, cultural enrichment programs, and supplemental programs designed to benefit students, teachers, administrators, and Indian people including Title IV of the Indian Education Act, Titles I, II and V of the Elementary and Secondary Education Act, Title III of the National Defense Education Act, and Title IV of the Emergency School Aid Act.
- Services directed at establishing continuing efforts to upgrade the opportunities offered to Indian youth.

Industrial Education

- Publishing the Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12 and assisting with its implementation.
- Involvement with Wisconsin Industrial Teacher Education Study Committee, which is made up of representation from the various campuses of the University of Wisconsin System which prepare industrial education teachers.
- Establishment of the National Education Council on Energy and Power.

Mathematics

- Establishing policy for metric education in the State of Wisconsin and providing information to teachers throughout the state on this subject.
- Development of a series of inservice programs for teachers in the area of metric education.
- Development of an assessment instrument for grades four and eight to determine the status of mathematics education in Wisconsin and the analysis and interpretation of data collected with this instrument in order to write a mathematics assessment report.

Music

- Workshops attended by over 250 public school staff from 160 school districts on developing the music curriculum. (These workshops were designed to assist school districts in developing a written music curriculum guide as required by Chapter 90, Laws of 1973.)
- Development of 60 radio programs which are broadcast over the Wisconsin Educational Radio Network to supplement ongoing district music programs.
- A survey of exemplary and innovative school music programs in Wisconsin. (This survey served as a resource for school districts which wished to further develop their own music programs based on an ongoing model.)
- Twenty programs over the Educational Telephone Network to assist teachers who have responsibility for teaching music to children with exceptional needs.

Modern Foreign Language

- Development or acquisition of 70 curriculum units relating to bilingual and foreign language education.
- Evaluation of a teacher preparation program for Native American bilingual-bicultural teacher trainees.
- Technical assistance to school district personnel and others in the preparation and implementation of bilingual programs funded under provisions of ESEA Title VII.

Physical Education

- Encouragement of school districts to emphasize lifetime sports with carryover value. (There has been an increase in Wisconsin high school offerings in sports such as golf, tennis, badminton, archery, bowling, angling, and skiing.)
- Leadership to school districts that has resulted in increased numbers of perceptual-motor programs at the elementary level, co-educational classes at all levels, increased interest in adaptive physical education for the handicapped, and the maintenance of interest in physical fitness programs.
- Establishment of guidelines according to the requirements of Chapter 90, Laws of 1973.

Reading

- An assessment of reading achievement in Wisconsin, including an analysis and interpretation of the data collected.
- Wisconsin Right-to-Read Project which has conducted comprehensive leadership training seminars in 80 school districts in which 80 superintendents have received training in specially designed seminars, more than 200 school principals have been trained through drive-in seminar activities, and more than 300 districts have sent representatives to other drive-in seminars featuring topics related to reading program development.
- Continuous semester-long inservice activities devoted to the improvement of teaching reading techniques in 12 selected districts.

Science

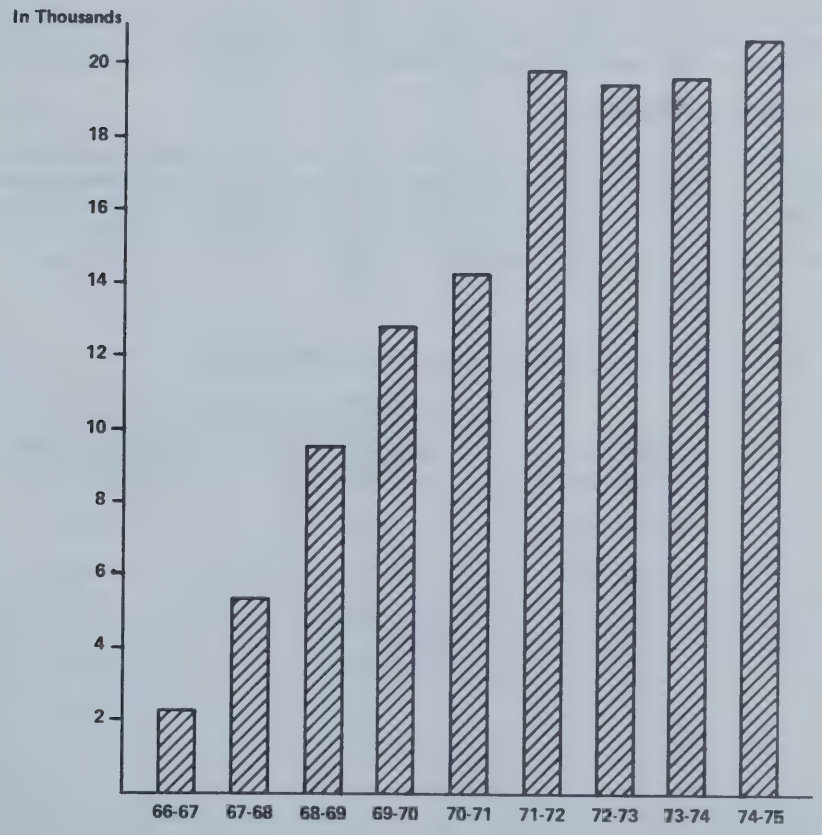
- Establishment of seven science implementation centers on University of Wisconsin campuses that work directly with school districts in assessing local needs and implementing curriculum change.
- Leadership to Wisconsin schools in implementing the requirements of Chapter 66, Laws of 1973, requiring eye protection devices in school laboratories and shops.
- An assessment instrument for grades four and eight to determine the status of science education at those levels in the state of Wisconsin.

Social Studies

- Development of new teacher guides for skill development in grades kindergarten through six and for activities related to the bicentennial celebration.
- Development of three television programs for use in the state social studies program at the fourth, sixth, and seventh grade levels. (These programs were financed with federal funds, and two of the three programs have received national awards.)
- Establishment of demonstration centers for the social studies at four Wisconsin school districts.
- Development of programs in law-related education with the Wisconsin State Bar.
- Development of an instrument to be used in assessing the status of social studies in grades four and eight in Wisconsin schools.

Vocational Education

An increasing number of secondary students are being served by the vocational "capstone courses" in the comprehensive high schools through cooperative arrangements with other secondary schools and through contractual arrangements with post-secondary institutions. Twenty-eight percent (20,543) of the senior students completed an intensive vocationally oriented capstone course during the 1974-75 school year. These seniors were served by 1,289 reimbursable capstone courses conducted in 329 (86%) of the secondary school districts in the state. Programs were operated in agriculture/agribusiness, business and office education, industrial education, home economics (wage earning), distributive education, and health occupations. Supportive services were provided through vocational guidance activities.



ENROLLMENTS IN HIGH SCHOOL VOCATIONAL CAPSTONE COURSES

Articulated curricula activities in several vocational program areas are ongoing. The Food Service curriculum is now being field tested. These are competency-based with a continuum from the introductory phase in the secondary setting through an associate degree program in the post-secondary schools. These efforts are jointly sponsored by the Department of Public Instruction and the Wisconsin Board of Vocational, Technical, and Adult Education.

About 38,651 junior and senior high students in Wisconsin have been provided the opportunity to participate in a vocational student group related to their vocational objective as a result of the leadership provided by the consultants and executive secretaries in the Bureau for Career and Manpower Development. The state staff, working closely with the local advisors and teachers, has increased the participation by students by approximately 5,500 students during the last biennium. Opportunities for all vocational students to participate in a locally chartered chapter which is affiliated with the state and national associations is now available through DECA (Distributive Education Clubs of America), FBLA (Future Business Leaders of America), FFA (Future Farmers of America), FHA-HERO (Future Homemakers of America-Home Economics Related Occupations), and VICA (Vocational Industrial Clubs of America).

Programs to Compensate for Educational Disadvantagement

Special Educational Needs

The Special Educational Needs Program (SEN) is a state-funded educational program for underachieving students who are socially and economically disadvantaged and was initiated during the 1973-75 biennium under s. 115.90-115.94, Wisconsin Statutes. The SEN Program funded 40 projects, 19 in public schools and 21 in nonpublic schools. These projects were distributed between rural and urban locations and were primarily geared to meeting the academic achievement needs of 4,348 students selected for the program. Consistent with the design of the SEN Program, more than 90 percent of full-time paid positions were teachers and instructional aides.

The majority of the students who participated in the SEN Program were enrolled in the prekindergarten and early elementary (grades 1-3) level. The ethnic composition of the student population was 61 percent White, 27 percent Black, 7.1 percent Spanish surnamed, 4.7 percent American Indian, and .3 percent Oriental.

Elementary and Secondary Education Act, Title I

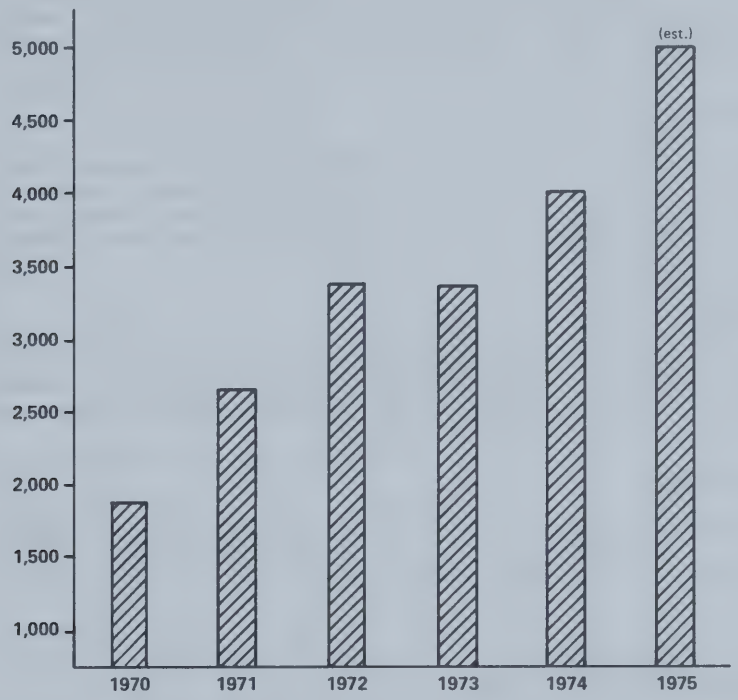
Annually since 1965, approximately 88 percent of the school districts in Wisconsin have operated compensatory education programs for educationally disadvantaged children in areas having a high concentration of low-income families. Since 1967, monies have also been available under Title I, ESEA for programs serving handicapped children in state-operated or supported institutions, neglected and delinquent children in state-operated or supported institutions, and children of migrant workers.

ESEA, Title I Programs in Wisconsin During 1973-74

Program Area of Title I	Size of Federal Grant To Wisconsin	Number of Schools or Agencies with Projects	Number of Children Who Were Served
Local Schools	$20,570,784	375	45,439
Handicapped	2,155,588	68	3,638
Neglected/Delinquent	549,958	7	510
Migrant	517,041	22	1,941
TOTAL	$23,793,371	472	51,528

Equivalency Diplomas

Chapter 115.29(4) of the Wisconsin Statutes provides that the State Superintendent of Public Instruction may grant persons declarations of equivalency of high school graduation if in his judgment they have presented satisfactory evidence of having completed a recognized course of study or its equivalent. During the past biennium 8,246 State of Wisconsin High School Equivalency Diplomas were issued. In addition, approximately 2,000 adults were issued a high school credential by their local high school. This is more than tripled from that of the previous biennium.



HIGH SCHOOL EQUIVALENCY
DIPLOMAS ISSUED: 1970-1975

During the 1973-75 biennium, the Division carried out a pilot study to increase the productivity of the support staff. Major innovations resulting from this pilot study included a revised assignment ratio for support staff to professional employees, a greatly improved telephone system, and the standardization and increased use of machine dictation and transcription activities.

DIVISION FOR HANDICAPPED SERVICES

The Division for Handicapped Services administers and supervises state-funded programs for children with exceptional educational needs, federally aided programs for children with identified exceptional educational needs, and the federal crippled children's program which provides funding for medical treatment of children with physical disabilities. Staff members are responsible for the provision of consultative assistance and coordinative and monitoring procedures to assist local educational agencies (LEAs) in the implementation of Chapter 115 and other supportive state and federal legislation.

State Programs for Special Education

A primary and continuing long-range objective is the attainment of a complete continuum of services for all children in Wisconsin who have exceptional educational needs, defined in s. 115.76 of the Wisconsin Statutes. At the close of the 1971-73 biennium, local school districts, county handicapped children's education boards (CHCEB), and cooperative educational service agencies (CESA) had reached 53,530 K-12 students, 52 percent of the then estimated 104,670 children with exceptional educational needs. During the 1973-75 biennium, the percentage of children served rose to 68.4 percent of the projected population. A total of 73,293 children of a projected figure of 107,143 are presently receiving services under the aegis of Chapter 115. These children served represent the significant figure of 94.5 percent of all exceptional children actually identified and assessed by multi-disciplinary teams during the first year of Chapter 115, as amended by Chapter 89, Laws of 1973. Another indicator of growth may be seen in the increase of programs. During the 1971-73 biennium, 422 new programs were established. New programs added during the 1973-75 biennium total 1,075. The most significant program/service gains were in the areas of learning disabilities, speech and language impaired, mental retardation, and school-age parents. These figures reflect, in part, the consultative and professional supervisory efforts on the part of state staff.

Supervisor for Early Childhood Programs

A supervisory position in the area of early childhood was added during the biennium. This staff expansion has resulted in substantial increase of the number of locally sponsored generic programs for young children with exceptional educational needs who have a myriad of educational problems. Twenty new programs were added during the 1974-75 school year. In addition, a number of preschool-aged children are enrolled in primary level programs in specific disability area services.

Supervisor for School-Age Mothers

With the addition of a supervisor for school-age mothers, many local districts have developed programs to provide special education services for these students. The programs are designed to reduce educational, medical, social, and vocational risks for school-age mothers. Currently, 17 new programs are operating in Wisconsin. None were in operation or state supported in 1973-74.

Special Education Leadership Personnel

A continuing focus during this biennium has been on the training and employment of qualified local special education leadership personnel. From 61 state-funded directors and supervisors of special education in 1971-73, this group had increased to 74 positions at the close of the 1973-74 school year and to 101 during the final year of the biennium.

Re-orientation and Re-integration of Children with
Exceptional Educational Needs into Regular Programs

The development and/or modification of new special education pilot models which facilitate greater integration of children who are only mildly disabled with the mainstream of regular education has increased significantly during the two years of Chapter 115's existence. Under the least restrictive alternative model, a broader variety of educational options is becoming available to the mildly impaired population. A parallel emphasis on inservice education for the receiving general educator has accompanied this shift in the statewide delivery system and will receive even greater attention in the next biennium.

Special Education Instructional Materials Centers

Established to bring direct resource and media services to children and teachers in special education programs, SEIMCs provide educational materials and equipment. Eleven centers operated during the 1973-75 biennium as opposed to seven SEIMCs in the previous biennium.

Medical Services

The Bureau for Crippled Children has continued to provide services for children with physical handicaps. The Cystic Fibrosis Program has a current caseload of 250 children with 30 new cases added during 1974-75. Over 250 children received service under the Cleft Lip and Palate Program. Over 5,500 preschool and primary-age children were examined under the Hearing Conservation Program. Orthopedic clinics were held 68 days during which over 3,000 examinations were made.

The Prevention Program has focused upon the promotion of safe child restraints for automobiles. Conferences, meetings, and workshops have been held to acquaint the public with the advantages of such restraints. This program has been gradually phased into the Wisconsin Hospital Association which is now carrying major responsibility for it.

The Scoliosis and General Posture Screening Program underwent a test phase which included 6,000 pre-adolescent children. In fall 1974 through June 1975 62,300 children 10-16 years of age were screened and 5,498 were referred to scoliosis clinics for a definitive diagnosis.

The Boarding Home Program has shifted supervisory and location responsibility from the state to local school social workers in many areas. Twenty workshops have been held for the benefit of parents and boarding home parents.

In September 1974, the annual orthopedic school meeting focused on the neurodevelopmental approach in working with multiply handicapped children. This early intervention technique is considered of crucial importance in maximizing the potential of severely handicapped children.

Federal and State Resources

Federal funds augmented state and local resources to improve the educational programming for Wisconsin's exceptional children.

Funds from Title VI-B of the Education of the Handicapped Act (EHA) and the set-aside monies from ESEA Title III, the Vocational Education Act, and other federal program resources were coordinated with state and local funding to initiate projects and continue operations of SEIMC and leadership projects. The Division for Handicapped Services operated two projects. The Federal Intervention Project provided assistance to LEAs including inservice activities, coordination of census data, and development of curriculum resulting in the completion of the Basic Life Function Instructional Program Model. The Comprehensive Hearing Impaired Project was concerned with the areas of education of the deaf including future employment, development of a workable glossary of sign language, and dissemination of information about Wisconsin's deaf program.

Funds from Title VI-C (EHA) provided two programs for deaf/blind children in the state. The Title VI-C (EHA) Wisconsin Resource Center was initiated to survey the field regarding the availability of evaluation and diagnostic services to relay such information to the LEAs and provide inservice and funds for the evaluation of children with complex disabilities. The Great Lakes Area Regional Resource Center was also initiated under Title VI-C to coordinate the activities of four cooperating state resource centers. The Title VI-D (EHA) program provided resources for the stimulation of persons to attend university training programs and to conduct short-term study institutes. The Title VI-F (EHA) Wisconsin Learning Resource Center provided upgraded services in the area of instructional media including inservice on the media and pupil assessment.

Wisconsin Schools for the Deaf and Visually Handicapped

The Wisconsin Schools for the Deaf and Visually Handicapped serve as first-line alternate choice programs to students, parents, or school districts seeking appropriate placement of such handicapped youth under Chapter 115.

The Wisconsin School for the Deaf (WSD)

Enrollment has steadily climbed during the past 10 years from 179 students to 244. The 1973-75 biennium has averaged 244. Major changes in student population are being experienced. There is an increased number of multiply handicapped students, approximately 30 of whom are identified as severe and 100 as mild. The mildly handicapped are mainstreamed with the others for best educational success. Additionally, there has been an age-grade shift in population with two-thirds of the student population being in the junior-senior high school program. Thirty of the children are day students.

No new staff has been added despite growth in the number of students and expanded curricular offerings, including a work experience program, added speech therapy, and increased number of extracurricular student activities/organizations from 22 to 26 including two girls varsity sports.

Inservice staff training has concerned itself primarily with techniques for serving the multiply handicapped, improving communication skills, and establishing workable policies for efficient and effective operation. Student and houseparent handbooks were developed and distributed in the fall of 1973. Completion of the new Living Complex has been achieved. The new playfields were ready for use with the beginning of the 1975-76 school year. Ariadna Hall has been razed as a safety precaution and the area landscaped to enhance the general aesthetics.

Wisconsin School for the Visually Handicapped (WSVH)

The school's basic mission is to provide a diverse curricula including college preparation, a general liberal education, and a differentiated instruction for the slower learner who may also be multiply handicapped.

Enrollment at WSVH averaged 151 pupils in 1973-75. Of this number, approximately 30 percent may be classified as multiply handicapped. The 1975 class graduated 11 pupils who have entered either collegiate or technical training programs, secured placement in a job setting, or have continued with further rehabilitation services.

Major program achievements in 1973-75 included: (1) development of a Professional Services Center to provide assistance, materials production, and consultation to local school programs serving visually handicapped children throughout the state; (2) development of statewide service for preschool-age children, their families, and local school systems; (3) development of the Optacon (optical-to-tactile-convertor) reading system for blind youngsters; (4) development of a job exploration program for all juniors and seniors; (5) expansion of the orientation and mobility instruction program to include use of electronic aids; (6) provision of a full-time school psychologist; and (7) the establishment of a foreign language instruction program in cooperation with the Janesville Public Schools.

Construction of the new Primary Education Planning Center (PEPC) was completed by November 1975. The Center provides dormitory, recreational, dining, and classroom space for approximately 46 children in the lower grades. Included in the facilities is an apartment for parents that allows WSVH to provide housing for families while assessment and prescription are being made and written on young preschool and school-age visually handicapped children. A new swimming pool has also been completed. These new facilities have replaced old residential and physical activity facilities. Completed in August 1974 was a new outdoor physical education, athletic, and recreation area that included an all-weather surface track with six running lanes. A new engine repair and automotive mechanics instruction area and garage/storage area was completed and put into use in May 1975. This enabled the vocational education program to provide more comprehensive instruction in small engine repair and automotive mechanics.

DIVISION FOR FINANCIAL AIDS SERVICES

The Division undertakes four main functions: (1) administering various state aid programs to public elementary and secondary school districts; (2) reviewing and auditing financial accounts of school districts and CESAs; (3) providing consultative services to school districts on budgetary and accounting matters; and (4) providing information on school finance in Wisconsin. The Division had primary responsibility for administering the cost controls enacted by Chapter 90, Laws of 1973, for the 1973-74 school year.

The Division staff consists of 22 positions, of which two are federally funded full-time and one is federally funded limited term. One new position was granted over the 1971-73 biennium to audit school district compliance with cost controls. One new position was added to audit vocational education programs. One limited-term position was acquired to edit the revised school financial accounting handbook.

Aid payments were as follows:

Type of Aid	1972-73	1973-74	1974-75
General	$ 236,246,600	$ 418,100,900	$ 448,487,500
Teacher Retirement and Social Security	71,782,100	0	0
Handicapped	25,493,000	29,490,200	37,531,500
Pupil Transportation	13,778,400	14,035,100	14,512,300
Tuition Payments	2,800,500	3,112,600	3,397,500
Special Educational Needs (SEN)	0	212,900	2,751,600
Driver Education	2,309,400	2,332,700	2,327,800
School Library Aid	1,475,700	1,692,400	1,934,100
State School Lunch Aid	617,600	1,322,100	1,321,500
CESA Administrative Reimbursement	646,000	743,200	768,300
Teacher Aide and Language Skills Center Aid (Milwaukee)	2,112,600	2,112,600	0
TOTAL	$ 357,261,900	$ 473,154,700	$ 513,032,100
Percent of 1972-73	100.0	132.4	143.6

Section 121.18 of Wisconsin Statutes required the review of budgets of districts which in the prior school year received more than 50 percent of their receipts from the state. This was accomplished by reviewing a budget review document supplied by the district but did not involve an on-site review. Section 121.18 also required review of accounts in at least one-third of the districts which exceeded the state average cost per pupil by $100 or more in the prior school year. This was accomplished by an on-site examination of district accounts. Section 121.18 has been repealed by Chapter 39, Laws of 1975. The Division also performs reviews of other districts at its discretion to assure the proper administration of the state general aid program. Financial audits are performed on CESA administrative accounts and on accounts of districts participating in federally funded programs under ESEA Title I, ESEA Title II, and the Vocational Education Act.

Audits and reviews were performed in the following number of districts:

Type of Audit/Review	1973-74	1974-75
General	74	70
CESA	19	19
ESEA Title I	57	68
ESEA Title II	40	42
Vocational Education	0	41
TOTAL ON-SITE	190	240
Budget Reviews	62	152
GRAND TOTAL	252	392

Financial consultative services consisted of providing workshops for beginning school district administrators at the beginning of each school year, on-site visits to about ten school districts each year, telephone consultation with hundreds of districts annually, and in-office consultation with representatives from about 20 districts per year.

Administration of cost controls in 1973-74 cut heavily into the time which normally would have been devoted to financial consultation and development of the accounting system. As a result, consultation was reduced during the biennium. However, the cost-control auditor acquired as a result of 1973 legislation is now spending an increased amount of time in consultation to offset this situation.

The financial consultation staff engages in a continuing process of revising the school financial accounting system to meet changing conditions. This process received considerable impetus from the publication of the U.S. Office of Education's revised accounting handbook. A grant under ESEA Title V enabled the Division to obtain the services of a publications editor to aid in the complete revision of Wisconsin's financial accounting system for public schools. The revised system is projected for implementation by 1979-80.

School finance information consisted of projections of cost and aid data for state budget estimates, numerous individual requests for cost and aid information (including the U.S. Office of Education and various public-interest groups), speeches and presentations, and publication of data and explanations of the aid formula.

The most substantial statutory change with which the Division was concerned was the major revision of the general aid formula in 1973. The major impact of that change was an increase in state participation in local school costs from about 30 percent to about 40 percent. Other changes necessitated development of new forms, explanations, accounting systems, and administrative techniques. The effects of the legislation continue to be substantial.

DIVISION FOR SCHOOL BOARD AND ADMINISTRATOR SERVICES

The Division for School Board and Administrator Services provides administrative and organizational consultative services to local education agencies and agency school committees. It also administers the School Food Services program and coordinates the activities for Cooperative Educational Service Agencies (CESA).

School Organization

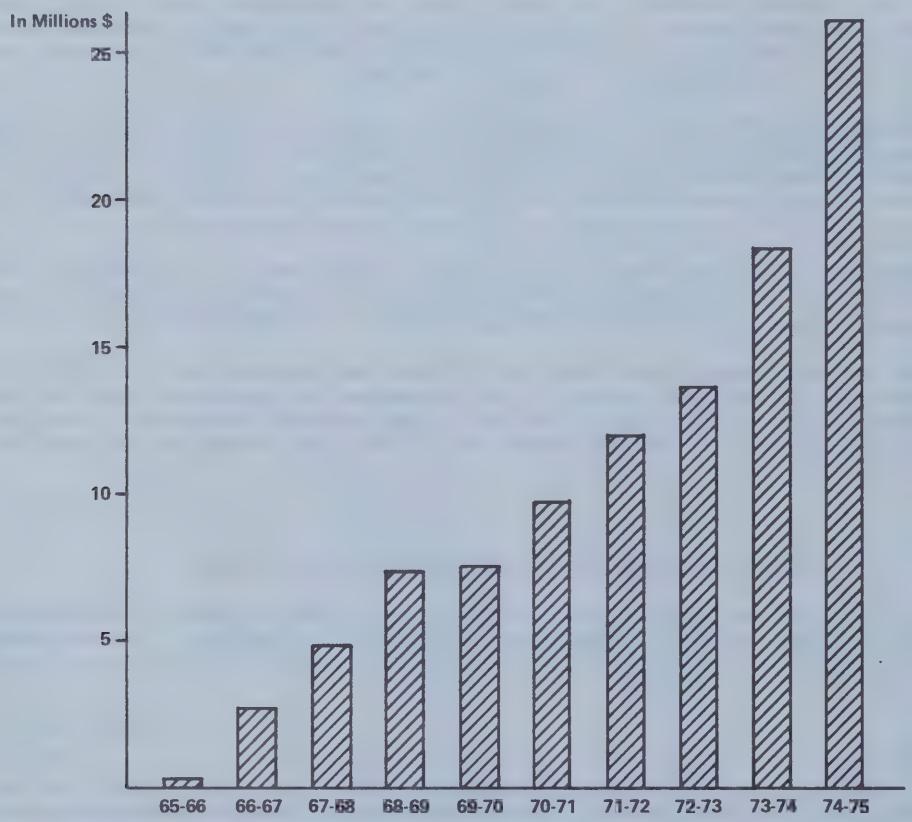
The thrust in this area is to improve education through the development of more effective and efficient school districts capable of providing quality, comprehensive educational programs and services to all children on as equitable a basis as possible at reasonable costs. Technical assistance, planning, and informational services are provided to local school boards, school administrators, citizens, agency school committees, state appeal boards, legislators, and other agencies concerned with better education. Local school districts are strengthened by: (1) improving internal administrative and management policies and procedures enabling them to function more effectively and be more responsive to the needs of children and the community; (2) working cooperatively and sharing resources with other CESAs to meet needs; and/or (3) organizing existing districts into more adequate administrative units.

A handbook, Planning for Better Education in Wisconsin, is published annually which provides pertinent and current information on every school district in the state. Suggested procedures and guidelines are provided for assessing existing districts and developing sound plans to improve them. Local boards and electors are afforded a great deal of autonomy in determining what changes are made in the local district, and it is important that they have the available information needed to make the necessary decisions.

Current data on Wisconsin school districts and schools is compiled, analyzed, and made available to all districts and other agencies. Special reports and studies are prepared at the request of local school districts and agency school committees to show probable educational and financial impact of proposed organizational changes. During the 1973-75 biennium, 195 reorganization orders were processed. Forty-one orders of the agency school committee were appealed to the State Appeal Board.

Cooperative Educational Service Agencies

During the 1973-75 biennium, school districts were encouraged to use CESAs for services that they could not provide or could not provide economically. Such encouragement has resulted in the following: (1) a greater percentage of schools using CESAs from 80 percent in 1966-67 to 99 percent for 1974-75; (2) an increase in quantity and quality of programs in vocational education and special education by way of CESAs; (3) an increase in the total dollar volume for CESAs; (4) an increase of cooperative purchasing from $2,083,244 in 1970-71 to $3,561,731 in 1973-74; (5) an increase in CESA federal funds from $1,764,093 in 1970-71 to $6,353,282 in 1974-75; and (6) an increase of shared personnel from 428 in 1972-73 to 774 for 1974-75.



CESA's GROWTH OF SERVICES TO SCHOOL DISTRICTS
IN DOLLAR VOLUME

School Facilities

The major activities of School Facilities personnel during the 1973-75 biennium included: (1) consultation with over 100 school districts involved in $95 million worth of building projects; (2) representing the Department of Public Instruction in the management of building and roadway projects of approximately $2 million at the School for the Deaf at Delavan and the School for the Visually Handicapped at Janesville; (3) continuing representation of the state's public schools at the State Code Review Board; and (4) coordinating efforts toward fuel conservation in Wisconsin schools during the energy fuel crisis.

Pupil Transportation

A new high was reached in 1974-75 in the number and percentage of pupils transported to Wisconsin's public and private schools. The 526,551 pupils transported represented 47 percent of the total enrollment. Included in these figures are 59,414 nonpublic school pupils--about 34 percent of the 123,296 enrolled in those schools. Transportation costs incurred by the local educational agencies for 1974-75 totaled about $57 million with individual school costs averaging about seven percent of the school's operating budget. Per pupil cost by regular school bus increased from $79 in 1973 to $92 in 1975.

The challenge to reduce the 450 school bus accident average of the past five years continues to be met by increased bus driver and bus rider education and training. Increased safety emphasis in the total school program has resulted in better and more comprehensive planning for inservice training of both drivers and riders. The Department's cooperation with the Motor Vehicle Division of the Department of Transportation and with the National Highway Safety Coordinator's office continues to promote better and more frequent inspection of school transportation vehicles, improved specifications for school bus construction, and improved safety standards.

School Food Service Programs

The Department of Public Instruction continues to administer various federal child nutrition programs including National School Lunch, School Breakfast, Special Milk, and Donate/Food Programs. In February 1975, the Department took on the additional responsibility for those federal programs operating in nonpublic schools and institutions. This includes another nonschool food service program, namely, Special Food Service Program for Children, which includes such programs as Head Start, day care, recreational, and other service institutions for children. Chapter 190, Laws of Wisconsin (April 1974), established an elderly nutrition improvement program to be administered by the Department.

Approximately 475,000 school children participated in the lunch program daily of which 95,000 needy children received free or reduced-price lunches. Over 10,000 participated each day in the breakfast program. Under the Special Milk Program 472,000 half-pints of milk were consumed daily. During the 1974-75 school year, 660 public schools offered a food service to the elderly under Chapter 190, Elderly Nutrition Improvement Program. Over 400 carloads of USDA donated foods were distributed to 1,400 participating agencies during each year of the 1973-75 biennium.

The Special Food Service Program for Children in service institutions added a new dimension to the food service administrative responsibilities of the Department. Approximately 9,000 participated daily in the special summer and year-around programs which provide up to three meals and two snacks each day to the participants.

DIVISION FOR MANAGEMENT AND PLANNING SERVICES

The Division for Management and Planning Services provides departmentwide administrative services for the State Superintendent in the areas of fiscal and budget services, personnel administration, publication services, management analysis, systems and data processing services, and building and fleet management. It also provides technical services for local educational agencies in evaluation, planning, and research.

Statewide Pupil Assessment Program

In 1971, s. 115.28(10), Wisconsin Statutes, was enacted requiring the Department to ".... develop an educational assessment program to measure objectively the adequacy and efficiency of educational programs offered by public schools in this state...." During the 1973-75 biennium, local district representatives, specialists from higher education, and DPI curriculum and assessment staff members developed test instruments in the areas of science and social studies. In May 1975, 14,687 third and seventh grade pupils in 274 districts were tested in these areas. Reports related to this testing are scheduled for release in December 1975. Early in 1974, the following reports were released related to the 1971-73 assessment efforts: Wisconsin Learner Assessment: 1973 Pilot Year Report; Wisconsin Learner Assessment: 1973 Pilot Year Summary Report; Interpretive Report on the 1973 Wisconsin State Mathematics Assessment; and Interpretive Report on the 1973 Wisconsin State Reading Assessment.

Technical Planning and Evaluation Services

During 1973-75, technical assistance in such areas as local educational needs assessment, personnel workshops, program and project evaluation, and related services were provided to over 100 local school districts. Concerted efforts were made to provide increased technical planning and evaluation services to DPI program administrators and related personnel.

The following monographs and technical aids were produced during this period to assist local school districts: An Introductory Planning Guide For Local School Districts; Local District Educational Planning: Some Considerations For Administrators and School Boards; Toward An Evaluation of Individually Guided Education; The IGE Implementation Survey Instrument; Educational Planning in the 1970's; and Prospects For Inter-District Coordination. In addition, a manual for local districts to use in assessing local educational needs was revised and a number of related materials for use by LEAs were added.

Federal Programs

Three federally funded projects/programs (ESEA V-C program, Interstate Planning Project, Cooperative Accountability Project) were administered by the Bureau during 1973-75. These efforts resulted in 17 publications, special studies, and reports on issues and problems related to SEA-LEA operations. Of importance were the 11 papers commissioned by the State Superintendent which were bound into a single volume, entitled A Candid Discussion of the Issues in Education, and disseminated statewide in September 1975. In addition, a large collection of national publications and related materials has been developed in the area of educational accountability which are shared nationally through the services of the State Educational Accountability Repository (SEAR) maintained in the DPI.

Fiscal Services

"Productivity" was imposed upon the Bureau for Fiscal Services during the biennium due to increased decentralization of purchasing, pre-audit, and payroll responsibilities from the Department of Administration. The staff of the Bureau accommodated this sharply increased workload without any addition of state funded positions and only one additional federally funded typist in the payroll unit for 1974-75. The state's new automated leave accounting system was also adopted for departmental use.

A new computerized fiscal reporting system was placed in operation at the beginning of fiscal year 1973-74. The system provides administrators and management with information on allotments, detailed expenditures, encumbrances, and projected annual expenditures on over 800 state and federal projects to improve the department's fiscal management. Development will continue through 1975-77 to further increase the system's capability to provide management information and respond to special requests for information on this data base.

An additional requirement during the 1973-75 biennium was a report to the Legislative Audit Bureau on goals and objectives as required by s. 16.42. The Division for Management and Planning Services reported its goals and objectives on a pilot basis, and a position was dedicated to management training and coordination of the department's budgetary unit goals and objectives report in the future to meet the requirements of s. 16.42.

Systems and Data Processing Services

The Systems and Data Processing Services Section developed a major system for Handicapped Children Services, a teleprocessing system for the Financial Aids Division, a School Food Services reporting system, and a vouchering system and several additional subsystems for fiscal management. Each of these systems was needed to provide more and better information necessary for the improved management of state-administered elementary and secondary education programs while, in many cases, reducing the manual effort required to generate and maintain the data.

Facilities and General Services

During the biennium, this Section developed a centralized office supply center for the department which has relieved congestion in major areas, has eliminated the need for secretaries to type requisition supply orders, and has enabled the consolidation of orders sent to Central Stores, which constitute 98 percent of all required items. It is now possible to record and charge exact costs of office supplies to the appropriate accounts.

The Department maintains a fleet of 44 vehicles which logged 1,910,312 miles during the biennium. DPI employees were directed to reduce mileage because of the increased cost of operating state vehicles, and a commendation was received from the Governor's Office for these efforts. Departmental staff members are compensating for reduced travel by increased use of the telephone, mail, and the scheduling of meetings in Madison or the surrounding area.

DIVISION FOR LIBRARY SERVICES

The Division for Library Services is responsible for supervision, improvement, and coordination of public and school libraries. It administers the federal Elementary and Secondary Education Act, Title II, programs for school library media services as well as the federal Library Services and Construction Act. It maintains the Reference and Loan Library to serve as an interloan resource for libraries and library systems. It is also charged with coordinating library research and fostering interlibrary cooperation.

The Wisconsin Council on Library Development, which advises the State Superintendent and the Division on library development and interlibrary cooperation, sponsored a Task Force on Library Education and Manpower which produced a major report describing and evaluating the current situation regarding library manpower, certification of library and media personnel, and library education. Far-reaching recommendations for improving current practices were included.

Near the end of the biennium and following considerable management review, the Division was reorganized into three bureaus. The Bureau of Public and Cooperative Library Services is responsible for planning, leadership, and consultative services for public libraries, public library systems, intertype library cooperation, state institutional library service, and library services for the blind and physically handicapped. The Bureau of School Library Media Programs is responsible for planning, leadership, and consultative services for school library media programs, and the promotion of use of broadcast instruction and educational technology in the schools. The Bureau of Reference and Loan Services is charged with providing interlibrary loan and reference services to public library systems, public libraries, and other libraries; providing library services to state agencies and inmates of state institutions; and facilitating the designation of depository libraries and the distribution of state documents.

Two complementary major publications were developed during the biennium. The annual Comprehensive Long-Range Program for Library Services outlines long-range goals and short-range objectives across the whole spectrum of library activities. The annual Wisconsin Library Service Record supplies statistics and narrative description concerning library activities in the state.

School Library Media Services

Substantial progress was made during the biennium in improving student and teacher access to learning resources. A complete survey of all Wisconsin schools taken in 1975 disclosed that the number of elementary schools with the services of a central library (media center) has increased during the biennium by 20 percent. Presently, 100 percent of all high schools, 99 percent of the junior highs, and 70 percent of the elementary schools in the state have a centralized library within the school building.

The presence of a central library is the most reliable indicator that a school meets the requirements of Standard J of the 13 standards (Chapter 90, Laws of 1973). Implementation of this standard, which mandates that a school district ".... provide adequate instructional materials, texts and library services which reflect the cultural diversity and pluralistic nature of American society ...." was the focus of the Bureau of School Library Media Programs staff activities during the biennium.

Improvements In Library Services To School Children 1973-75

	1972-73	1974-75
Percentage of public elementary schools with centralized libraries	60%	70%
Number of certified librarians employed in public schools	1,192	1,220

Bureau consultants used the educational telephone network inservice education sessions, presentations at regional educators conferences, school visits, correspondence, and explanatory bulletins to help educators, librarians, and administrators interpret and implement this standard in their local school districts. The ESEA Title II program administered through the Bureau also focused on these same goals. This program made $4,177,206 of federal funds available to school districts to purchase school library resources. Some of the money was administered in the form of incentive grants that directly influenced the establishment of new central libraries to replace classroom collections.

The combined expertise of the Bureau's audiovisual consultant and the Educational Communications Board helped the Regional Broadcast Instruction Councils to develop the programming and bring Channels 28 (Menomonie) and 31 (La Crosse) of Wisconsin's Educational Television Network on the air during the biennium.

Public and Cooperative Library Services

Substantial progress was made during the biennium toward the goal of bringing better library services to Wisconsin residents through the organization of state-aided public library systems. These county and multi-county systems are designed to give basic library services to all residents of their areas to fully utilize existing library resources and to improve services for both the general user and those with specialized needs. Primarily because of the growth of systems, the percentage of the population without access to local public library services declined from 7.9 percent in 1973 to 4.9 percent in 1975. The following chart illustrates the growth of public library systems:

	No. of Systems	No. of Counties Included in Systems	Population in Systems	Percent of Total Population in Systems
1973	4	21	1,583,859	35.0
1974	8	30	2,045,294	44.6
1975	11	36	2,771,771	60.4

Working with a committee of public librarians and public library trustees, the Division also developed and published new Wisconsin Public Library System Standards.

Executive impoundment of federal Library Services and Construction funds in the 1973 fiscal year and their subsequent release by order of federal courts severely complicated the administration of this federal program during the biennium. Nevertheless, almost 100 projects were planned and executed during the biennium, bringing improvements in materials and services at the state, system, and local levels. Included were grants to state correctional and rehabilitative institutions in order that their libraries could better service inmate needs. Many of the public library projects developed services for those with specialized needs--minorities, economically disadvantaged, and elderly. The Statewide Plan for the Development of Indian Library Services, a joint effort of the Division and the Great Lakes Inter-Tribal Council, was developed. The Wisconsin Regional Library for the Blind and Physically Handicapped, administered by the Milwaukee Public Library and operated with state contractual funds, continued to develop its services to eligible individuals and institutions. Recent trends include heavier reliance on cassette tapes.

A major development in intertype library cooperation was a state contract with the University of Wisconsin to provide users of the Reference and Loan Library back-up access to Wisconsin Interlibrary Loan Service located in the UW-Madison Memorial Library. There was also further growth in areawide intertype library councils in the state.

Reference and Loan Services

Growth in the number of requests from all types of libraries and library systems dictated increased productivity and quickened the search for more effective service patterns. Service requests received totalled 67,710 in 1973 and rose to 76,032 in 1974. The state interloan contracts with the Milwaukee Public Library and the Wisconsin Interlibrary Loan Service provided library clients of the Reference and Loan Library access to two outstanding state library resources.

The library collection was expanded in several areas. A program to assess the need for printed music materials in public libraries prompted action to broaden greatly the collection of music scores. Supplies of video cassette materials were also considerably increased. The Department of Public Instruction Library, a branch of the Reference and Loan Library, showed a 28 percent increase in service requests completed in 1974 as compared with 1973.

The most important program of the biennium was the effort to improve the Wisconsin Document Depository System. A study was made of problems relating to all aspects of the documents program. A system of regional document depositories was developed and a Depository Manual produced.

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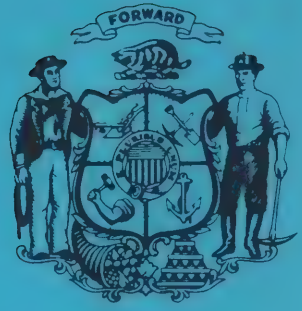

State of Wisconsin

Department of Public Instruction

THE 1971-73 BIENNIAL REPORT

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State of Wisconsin DEPARTMENT OF PUBLIC INSTRUCTION

Barbara Thompson, Ph.D.
State Superintendent

Dwight M. Stevens, Ph.D.
Deputy State Superintendent

December 14, 1973

Honorable Patrick J. Lucey
Governor of Wisconsin
Members of the Legislature
and
People of Wisconsin

We are pleased to transmit the Department of Public Instruction report for the biennium ending June 30, 1973.

During the biennium, significant new legislation for public education was passed. Programs directed by this legislation were put into effect and are leading toward improved educational opportunities for more young people. Other programs have been refined to better serve the needs of public education.

Still, there remain areas where the full potential of every child is not being realized because of inadequate educational resources. The attention of the Department will be directed toward these needs in the biennium ahead.

It is our hope that this report will be of interest and use to all who share the common goals and vital responsibilities for public education in Wisconsin.

Respectfully submitted,

Barbara Thompson

Barbara Thompson, Ph.D.
State Superintendent of Public Instruction

126 Langdon Street, Madison, Wisconsin 53702

The 1971-73 Biennium

THE DEPARTMENT OF PUBLIC INSTRUCTION

The Department of Public Instruction is headed by the State Superintendent of Public Instruction, an elected non-partisan constitutional officer. The Superintendent is charged by statute to "supervise and inspect the public schools," to "govern the school for the visually handicapped and the school for the deaf," and to "administer a program for the extension and improvement of library services throughout this state." During the 1971-73 biennium, the Department carried out its responsibilities through seven administrative divisions. An organization chart is shown on page 4. The chief executive personnel for the biennium were:

William C. Kahl, State Superintendent
Archie A. Buchmiller, Deputy Superintendent
Victor W. Russell, Executive Assistant

Robert C. Van Raalte, Administrator, Division for Instructional Services
John W. Melcher, Administrator, Division for Handicapped Services
Alan W. Kingston, Administrator, Division for Financial Aids Services
Henry A. Olson, Administrator, Division for Field Services
Archie A. Buchmiller, Administrator, Division for Planning Services
Donald E. Dimick, Administrator, Division for Administrative Services
W. Lyle Eberhart, Administrator, Division for Library Services

William English, Superintendent, School for the Visually Handicapped
Kenneth F. Huff, Superintendent, School for the Deaf

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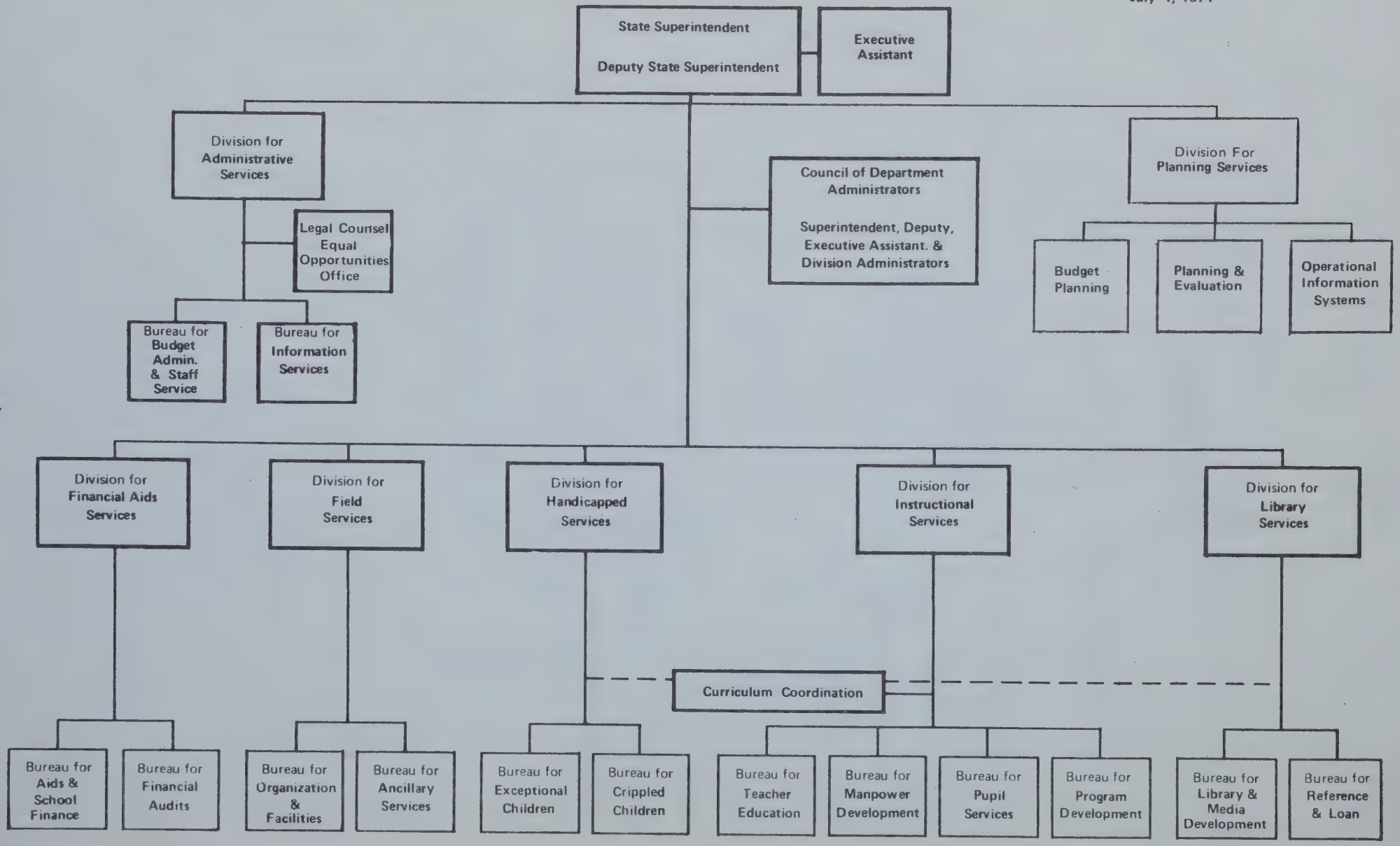
ORGANIZATION OF THE WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

July 1, 1971



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DIVISION FOR INSTRUCTIONAL SERVICES

The Division for Instructional Services has responsibility for the supervision and improvement of curriculum and instructional methods of the local public schools. It also certifies teachers and administers instructional related federal programs.

During the 1971-73 biennium, a major shift in emphasis was required because of the elimination of nine general consultant positions in the executive budget. These consultants formerly served local school boards and administrators concerning the wide range of problems which accompany the complex operation of a school system. The result has been much less monitoring of local programs with only the most pressing and serious requests for investigations and services being honored.

Critical Health Problems

A position whose impact was felt for the first time during the 1971-73 biennium is the Consultant for Critical Health Problems Education required by Sec. 161.51 of the statutes. The position was originally created by BOGO prior to the 1971-73 school year but recruiting difficulties made it impossible to fill the position permanently until June 1972. Accomplishments in this area include:

a. Completion of four workshops on drug education for student-teacher teams from local districts. These were the result of cooperative efforts between the Department of Public Instruction and the Wisconsin Education Association.

b. Organization of the first conference on "Teacher Preparation for Critical Health Problems" in the fall of 1972. Eighteen of the 32 teacher preparation institutions were represented at this conference.

c. Completion and distribution in February, 1973 of K-12 health education guidelines for developing local school programs in alcohol, tobacco, other drugs and venereal disease.

d. Cooperation with the Educational Communications Board and the Division of Health in planning and promotion of the emotional health television series entitled, "Inside/Out."

e. Working with state universities to provide additional health education credit courses through the UW-Extension program. Seven universities will offer courses during the 1973-74 school year.

f. Assisting local school districts requesting help in critical health problems education through teacher training workshops, curriculum committee consultation, school visitations, written correspondence, and telephone consultation.

Reading Instruction

The 1971-73 budget provided a new Reading Consultant position in 1972-73. Since this position has been filled, services are now provided to school districts, community groups, teacher education institutions and to the Department in upgrading and coordinating efforts in reading instruction. Special work was done with staff members in more than 75 school districts, teacher education programs were strengthened, reading authorities throughout the state were organized, and planning was completed for federally funded efforts in the Right-to-Read Program.

Urban Education

An urban education consultant was provided during the biennium to work with urban school districts in urban areas. The major goal was to provide improved state level services to schools in urban areas. In carrying out the role the assigned consultant participated in activities which included: 1) working with other state agencies in coordination of services to local schools, 2) directing state funded programs in specific urban areas, 3) interpreting state educational services to parents, private agencies and public schools, 4) participating in workshops, meetings and conferences at the local, state and national level, 5) monitoring federal programs in order to obtain the maximum educational benefit and 6) improving the relationship between urban areas and this Department.

Curriculum Development

Leadership has been exerted in developing and implementing several significant innovative program developments. Curriculum materials have been produced and are being implemented, for example, in mathematics, home economics, social studies, industrial education, agri-business, safety, health, driver education, and in consumer and career education.

Federally funded programs administered by the division have also provided educational program development. These programs include: ESEA Title I, Migrant Education, Follow Through, Drug Education, ESEA Title III, including guidance and counseling, National Highway Safety projects in safety and alcohol education, Vocational Education, NDEA Title III and the Johnson-O'Malley Program for Indian education. An analysis of the activities of these programs indicates that 92,703 pupils, K-12, and 13,403 teachers and counselors were directly involved.

The division has also been involved with the development of the educational television capability of the Wisconsin Education Communications Board. Programming suggestions assistance in the establishment of regional groups and working cooperatively with them to assist in utilization improvement efforts are examples.

High School Equivalency Certification

The division has established 18 new GED testing centers, making a total of 39 centers in the state. Their principal function is to administer tests to interested adults by which they may become eligible for a high school equivalency diploma. During 1971-73, tests were given to 9,838 adults and 6,845 adults received their high school equivalency diploma from the state. This is a total of 5,424 tests taken and 3,275 more high school equivalency certificates/ diplomas issued than in the previous biennium.

Teacher Education and Certification

During the biennium, the Bureau for Teacher Education and Certification has provided impetus for the eventual development of competency based teacher preparation programs at several universities and colleges in Wisconsin. During this period, the Bureau played a major role in the establishment of two Indian Teacher Corps programs and several other federally and state supported programs directed at attracting minority and low income people to the teaching profession.

Two amendments to the Administrative Code were made which changed or will change teacher education programs at all colleges and universities in Wisconsin. One amendment requires that all programs leading to initial licensure of teachers must include preparation in *human relations,* including intergroup relations. The other amendment requires that effective July 1, 1975, all programs leading to initial certification to teach in elementary and middle schools must include as a requirement *a course in the teaching of reading;* and that effective July 1, 1977, all programs leading to initial licensure to teach in secondary schools must include the same requirement.

Processing of license applications, which in many instances includes evaluation of transcripts of credits, is one of the primary functions of this section. Approximately 50,000 licenses were issued to teachers during the biennium. Reciprocal certification is available to Wisconsin teachers in 29 other states through the Interstate Certification Project. A second large function is the review of the certification and assignment of teachers in each of the 436 school districts. Computerized information on all teachers facilitated identification and reporting of any existing discrepancies, which was followed by immediate corrective measures. Certification of teachers in nonpublic schools continues to be a significant activity. This also entails ascertaining that the schools in which the applicant taught offered an adequate educational program during the period of the applicant's teaching therein.

DIVISION FOR HANDICAPPED SERVICES

The Division for Handicapped Services administers the state aid program for the education of handicapped children with exceptional educational needs, federal programs for handicapped education and the federal crippled children's program, which provides funds for medical treatment of physically handicapped children.

State Programs for Special Education

Education of handicapped children with exceptional educational needs has continued to reflect significant progress during this biennium. Wisconsin is one of 12 states reported by the U.S. Office of Education as serving over 50% of its handicapped student population. At the close of the 1969-71 biennium, county handicapped children's education boards, local school districts, and cooperative educational service agencies (CESA's) were reaching 48,224 or 46% of the state's handicapped children. During this biennium, approximately 53,530 K-12 pupils of the estimated 104,670 handicapped students were served in public schools. Even though 52% of the students were reached, this fell short of the Department's goal of serving from 60% to 65% of the eligible population. Over 51,000 school age pupils and 9,300 preschoolers are now either being served inadequately in regular education or are being excluded and excused from public school attendance.

Figure 1 indicates the number of units* projected for the biennium in contrast with the actual number of program units in operation at the close of the biennium.

These performance indicators suggest the scope of unmet needs as well as the achievements of objectives. In addition, a brief outline of the factors responsible for failures to meet objectives is given.

During the 1971-73 biennium, growth exceeded program projections in the special learning disabilities and speech impairment areas, while other areas remained fairly static or over-projected.

Supervisor for the Visually Handicapped

A State Supervisor for the Visually Handicapped was added during the biennium, thus expanding services to the visually impaired. Additional communications and articles have reached professional personnel who serve visually handicapped students. A 65% increase in attendance of educators and parents at the Pre-School Conference held at the School for the Visually Handicapped shows the increased demand for pre-school services throughout the state. The newly developed pre-school program and the hiring of an Orientation and Mobility Specialist in Milwaukee indicate a new thrust. A summer institute, "Evaluation of Programs and Services for Visually Handicapped Children" was conducted with 20 teachers. The directory of visually handicapped in the state has been expanded to assist local schools in meeting their responsibility for visually handicapped children, and the American Printing House federal quota for special materials has increased by 25% since the new position has been added.

Handicapped Coordinators

Continuing focus on the training and employment of qualified local leadership personnel, which reduces the need for a large cadre of state agency staff, resulted in the achievement of the annual goal of ten newly employed local handicapped administrators. This group increased from 43 to 61 during the 1971-73 biennium. It is anticipated that an additional 100 special education administrators and consultants will be required at the local level by 1978 to assist in the implementation of the new comprehensive special education law, Chapter 89, Laws of 1973.

Federal and State Resources

Funds from Title VI-B of the Elementary and Secondary Education Act (ESEA) and the set aside monies from ESEA Title III, the Vocational Education Act, and other federal program resources were coordinated with state funding to implement pilot and demonstration projects. This enabled local districts to determine the feasibility of various approaches in delivering new programs to handicapped children. Local programs were stimulated in the priority areas of early educational intervention, social interaction with the non-handicapped and career education of exceptional children. Pre-vocational, vocational and work study programs involving the handicapped were also begun under vocational education/state auspices.

In an attempt to provide greater program accountibility and assessment of the efficacy of current special education delivery models, four follow-up studies of graduates of

(continued on page 9)

**A unit is defined as one state aided teacher with specifically assigned handicapped students.*

SCOPE OF SERVICES AND NEEDS

Figure 1

Disability Area	Children Served	% Unserved	% Prevalence[1]	1972-73 Unit Projections	1972-73 New Units Opened	Over/Under Estimate	Factors Influencing Growth of Teaching Units
Hearing Impaired	1,043	8%	.57	11	2	9	Day school services may be "peaking" as 92% of K-12 hearing impaired being reached.
Speech/Language Impaired	28,248	20%	3.5	25	29.9	4.9+	Continuing CESA & CHCEB leadership efforts
Mentally Retarded	17,550	24%	2.3	106	65.6	40.4	Reluctance of local school boards to expand services in fact of property taxpayers' resistance to rising school budgets. Lack of qualified local special education leadership. Expansion of half-day to full-time TMR units.
Vision Impaired	393	35%[2]	.10	2.3	0	2.3	No teacher training program in the state.
Physically/Multiple Handicapped (Includes hospitalized and homebound)*	3,267	36%[2]	.25	2.1	.2	1.9	Reluctance of LEAs to serve as regional centers for multiple handicapped.
Special Learning Disabilities	1,750	92%	2.0	35	77	42+	Strong local interest and impact of parent groups on services for children with specific learning disabilities. Previous biennium approval of a state consultant in this area.
Emotionally Disturbed	1,279	94.5%	2.0	35	27	8	Manpower shortage in this area.
TOTALS	53,530[3]	52-55%	10.7%-11.2%	216.4	201.7	61.6/46.9	
			104,670 @ 11.2% in K-12 age range			(14.7 overestimate)	

[1] *Percent of the total public school population that has each specific handicap. Based on an estimated public school population of 999,750 for 1972-73.*

[2] *A number of these handicapped children may be served in the regular grades or through itinerant supportive services. Some wear hearing aids, use desk magnifiers, or utilize large print books.*

[3] *Represents 5.4% of K-12 population of 999,750.*

**1,985 pupils estimated on homebound instruction.*

(continued from page 7)

programs for the trainable and educable retarded, deaf, and vision handicapped were initiated by the division. Two of these studies had been completed and the results of the trainable investigation was reported in the publication entitled, *Monograph No. 1—An Eleven Year Follow-up of Adult Former Students of Wisconsin Public School Classes for the Trainable Mentally Retarded (1972).* The educable follow-up has been documented in *Monograph No. 2—The 1972 State of Wisconsin Educable Mentally Retarded Follow-up Survey (1973).*

Medical Services

The Bureau for Crippled Children has continued providing services for children with physical handicaps. The Cystic Fibrosis Program has a total case load of 215 children with 20 new cases added during the last year. Over 250 children received service under the Cleft Lip and Palate Program. Over 5,500 pre-school and primary age children were examined under the Hearing Conservation Program, and orthopedic clinics were held 68 days in which over 3,000 examinations were made.

The prevention program has focused upon the promotion of safe child restraints for automobiles. Conferences, meetings and workshops have been held to acquaint the public with the advantages of such restraints.

The Scoliosis and General Posture Screening Program underwent a test phase which included 6,000 pre-adolescent children.

The boarding home program has shifted supervisory responsibility from the state to school social workers in many areas. Twenty workshops have been held for the benefit of parents and boarding home parents.

Residential Schools

The Division for Handicapped Services administers two residential schools for the handicapped, the School for the Deaf at Delavan and the School for the Visually Handicapped at Janesville.

Wisconsin School for the Deaf (WSD): Total enrollment at WSD was 229 in 1971-72 and 244 in 1972-73. There has been a 33% enrollment increase in the past five years. The graduating class of 1972 included 31 students, an increase of 12 over 1970. Eighteen went on to post-secondary education, 10 secured immediate employment, and 3 reported working in sheltered workshops. None was on public welfare despite the fact that 50% of the student population is multiply handicapped.

Three new teachers, two houseparents, and three new supporting staff members were added during the biennium. An honors dormitory was established to permit initial experiences in independent living in preparation for adulthood. Inservice training was provided for the professional staff in audio-visual media usage. Continuing vocational evaluation of occupational potentials for secondary pupils was made.

The construction of a new living complex at WSD was approved by the State Building Commission during the biennium and is scheduled for occupancy in January, 1974. The living complex of four floors will accommodate 242 pupils and includes housing units for various aged multi-handicapped deaf students. The building will facilitate achievement of the goal of the enrollment of additional pupils with multiple disabilities.

Wisconsin School for the Visually Handicapped (WSVH): Enrollment at WSVH averaged 152 pupils in 1971-73. Of this number, 15 to 20% are classified as multiply handicapped. The 1973 class graduated 23 pupils (including two with certificates of attendance) who have entered either collegiate or technical training or direct job placement. The school's basic mission is to provide a diverse curricula including college preparation, general liberal education and differentiated instruction for the slower learner who may also be multiply handicapped.

Other major program achievements in 1971-73 included: the use of ESEA Title I funds to continue programs for multi-handicapped blind children; improvement of child care counselor/student ratios; provision of guidance services; establishment of a mobility and orientation program as well as a personal management curricular thrust; extension of mobility training on an itinerant basis during the summer sessions; establishment of an honors apartment for development of independent living skills; provision of a wide range of inservice activities for staff; contracting for speech therapy services, initiation of some mainstreaming approaches in cooperation with the Janesville Public Schools; and participation in an on-site review by the National Accreditation Council of the Blind. This review resulted in the school's receipt of three-year accreditation by the Council at the close of the biennium.

The construction of a new Primary Educational Planning Center (PEPC) was approved during the 1972-73 school year. This facility will replace obsolete residential and educational facilities currently in use. Presently in the planning and design stage, the PEPC building is scheduled for occupancy in 1975 and includes new dormitory, recreational, dining and classroom space for 32 normal, visually handicapped children in grades K-4; and similar facilities for 14 multi-handicapped blind children in a separate wing.

DIVISION FOR FINANCIAL AIDS SERVICES

This division administers and has regulatory responsibilities pertaining to the equitable distribution of state aids to local educational agencies, provides consultative services to LEA's for accounting and budgeting, is responsible for examination and auditing of financial reports of LEA's and Cooperative Educational Service Agencies.

The division staff consists of *19* positions. No new positions were granted for the biennium to compensate for the increased workload resulting in part from the task force hearings on education, revision of the state aids assistance program to local school districts, and other legislative changes affecting public school operations.

Examinations and audits included:

1. Budgets of districts receiving state aids in excess of 50% of operational costs.

2. Budgets and accounts of districts having costs in excess of $100 per pupil over the state average.

3. Financial classification of receipts and expenditures of districts receiving equalization aids.

4. Accounts of school districts participating in ESEA Title I and II.

The reviews of the local districts also contributed to the opportunity to accomplish an objective of the department, "To improve fiscal management and budgeting capabilities of local school districts." Other related service activities pertaining to the improvement of fiscal management were achieved through financial consultations with (1) 150 individual local school districts, (2) 43 groups of school officials and, (3) 7 finance workshops for beginning school officials and school auditors.

Changes in Statutes Affecting Agency Operation

1. Phasing out of County Teacher Colleges.

2. Return to full count of children in licensed foster homes for tuition purposes.

3. The responsibility for administering the Indian Scholarship Grant program was transferred to the Higher Educational Aids Board, effective July 1, 1971.

The administration of the federal Johnson-O'Malley program was transferred to the Division for Instructional Services on July 1, 1972 to reflect the change in State and Federal policy from an aid in lieu of property taxes to a special need educational program for eligible Indian pupils enrolled in the public elementary and secondary schools.

State Aids

State Aids actually paid to local educational agencies for 1971-72 and 1972-73 are compared below to 1970-71 (Rounded to nearest $100).

	1970-71	1971-72	1972-73
Aids to County Colleges	$ 682,400	$ 700,700	$ -0-
Handicapped Aids	19,589,400	23,703,500	25,493,000
Teacher Aids & Lang. Skills Ct.	2,475,000	1,887,400	2,112,600
General Elem. & H.S. Aid	198,192,000	222,128,600	236,246,600
Tuition Payment Aids	375,000	864,600	2,800,500
Teacher Retire. & Soc. Security	56,309,200	55,883,700	71,782,100
CESA Administrative Aid	549,700	549,400	646,000
State School Lunch Aid	-0-	-0-	617,600
Pupil Transportation Aid	13,134,600	13,471,300	13,778,400
Driver Education Aid	2,235,200	2,226,800	2,309,400
School Library Aid	1,172,000	1,318,800	1,475,700
	$294,714,500	$322,734,800	$357,261,900

	1971-72	1972-73
Percent Increase Over 1970-71	9.5%	21.2%

DIVISION FOR FIELD SERVICES

The Division for Field Services provides administrative and organizational consultative services to local educational agencies and agency school committees, and administers the School Food Service programs and state aid for CESA's (Cooperative Educational Service Agencies).

School District Organization

A high priority was placed on the completion of long-range plans for more effective educational administrative units by agency school committees to achieve the goal of having all plans filed and approved on or before July 1, 1975. By July 1973, 13 or 68% of the 19 committees had filed long-range plans with the State Superintendent. The remaining committees had all indicated progress toward completing such plans. To assist agency school committees in developing standards for desirable school districts and attendance centers, a comprehensive review of the research and literature was made with findings compiled and incorporated in a planning handbook. The handbook, *Planning for Better Education in Wisconsin,* provides procedures and guidelines for long-range planning as well as current pertinent information concerning all districts of the state needed in planning and in determining the effectiveness of existing districts and proposed plans.

Changes in school districts are being acted upon continuously with 170 reorganization orders being processed during the 1971-73 biennium. The number of union high school districts was reduced from 15 in 1970-71 to 12 in 1972-73. With the reorganizing of the union high school districts into K-12 districts, the number of independent elementary districts was reduced from 70 to 54. Other school district reorganizations included two mergers of K-12 districts and the merger of two elementary districts.

Cooperative Educational Service Agencies

During the 1971-73 biennium school districts were encouraged to use CESA's for services that they could not provide or could not provide economically. Such encouragement plus adoption of a new accounting procedure for CESA shared services resulted in the following:

a. A greater percentage of schools using CESA's, from 80.3% to 98.0%.

b. An increase in quantity and quality of programs in vocational education and special education via CESA's.

c. An increase of the total dollar volume for CESA's each year. The two-year increase was from $9,659,070 to $13,651,326.

d. An increase of cooperative purchasing from $2,083,244 in 1970-71 to $3,301,574 for 1972-73.

School Facilities

The School Facilities Section, in addition to its regular consultative services to schools relating to physical facilities, has had the responsibility of representing the Department of Public Instruction in managing building programs totalling approximately $5,000,000 for the Wisconsin School for the Deaf at Delavan, and for the Wisconsin School for the Visually Handicapped at Janesville. This section has also represented the Department on two Administrative Code Project Committees and on the State Building Code Advisory Review Board.

Pupil Transportation

With 516,035 pupils transported to Wisconsin's public and private schools in 1972-73, a new high was reached in the number and percentage (46%) of pupils transported. Per pupil transportation costs increased from $75 in 1970-71 to $79.40 in 1972-73. A new total annual cost of about $47 million was incurred by Local Educational Agencies in 1972-73 for all transportation service.

Transportation to non-public schools decreased by about 1,600 between 1971 and 1973. About 70% of the school districts of Wisconsin which operate high schools provide transportation service to these schools. Costs for bus service to non-public schools average about $4.00 more per pupil than for public school service.

The challenge to reduce the 450 school bus accident average of the past five years is being met by increased bus driver and bus rider education and training and by the Department's cooperation with the Motor Vehicle Division of the Department of Transportation in the promotion of better and more frequent vehicle inspections, improved specifications for school bus construction and improved safety standards and regulations.

School Food Service Programs

A major National School Lunch Program assist for 1972-73 was the state supplemental payment appropriation which provided additional funding to school districts for lunches served to needy students. The appropriation provided a payment, not to exceed 20 cents per lunch served to needy students, supplemental to the 48 cent federal reimbursement for free lunches. The additional payment allowed the local school districts to make available, without cost to them, a free lunch to identified needy students. Approximately 72,000 eligible needy students were provided free lunch each day of the 1972-73 school year, at a total supplemental cost of $617,600 to the state.

DIVISION FOR ADMINISTRATIVE SERVICES

The Division for Administrative Services provided administrative support staff services to the Department in the areas of fiscal services, publication services, systems and data processing services and building and fleet management.

Fiscal Services

Through the cooperation of the Systems and Data Processing Services Section and the Fiscal Section, a computer generated fiscal reporting system is under development and testing the information provided to program managers and division administrators allows for optimum utilization of state and federal funds in accordance with sound educational and fiscal practices. Another major fiscal project completed in the biennium was the negotiation and establishment of a federal indirect cost rate allocation plan for local school districts and the Department. This plan allows for recovery of indirect costs associated with the administration of federal programs.

Publication Services

At the start of the biennium a major serial publication, *Wisconsin Journal of Public Instruction,* was introduced to deal with substantive educational issues. Its circulation totalled 2,900 per issue at the close of the biennium.

A nationally recognized booklet, *Into Print,* was prepared by the publications section to assist and guide DPI staff members in planning, publishing and printing efforts. The need for economy in printing and how to achieve it was emphasized throughout.

Systems and Data Processing Services

During the biennium, the systems development unit in the Systems and Data Processing Services Section was formalized. Five major new systems were begun and a generalized retrieval system was installed. The expansion and improvement of the State Aids system provided the ability to process data quickly to show the complete impact on each school district of changes to the state aids formula as contained in various legislative proposals.

Building and Fleet Services

The Department maintains a fleet of 44 cars for use of Departmental personnel in lieu of use of personal automobiles. The Department's drivers have logged approximately 1,404,000 miles of fatality free business trips in this biennium. Use of the fleet cars has resulted in an estimated biennial savings of over $29,200 compared to the equivalent estimated reimbursement cost of employees for use of their private automobiles.

A Copy Center was operated to provide quick service on reproduction jobs which can be produced under standard and economical operation procedures. In addition to improving effectiveness of service, the copy center operation has saved the Department an estimated $44,000 in duplicating costs during the 1971-73 biennium.

DIVISION FOR PLANNING SERVICES

The Division for Planning Services was created to meet the need for improved planning, evaluation and informational systems. To a large degree the emphasis and financial support from the federal government provided the stimulus and means to rationalize and objectify the decision-making processes through planning and evaluation. Technical planning and evaluation services and leadership were provided to DPI staff, local school districts, and to members of special task forces and advisory committees.

During the 1971-73 biennium the division made progress as described below:

a. Designed and implemented a statewide pupil achievement assessment program required by s. 115.28(10) of the Statutes.

b. Provided staff support through the production of special studies, surveys and analysis for the State Superintendent and senior management officials of the Department.

c. Provided field consultative services to local school districts and CESA's in the areas of educational needs assessment, planning, and program/project evaluation.

d. Initiated evaluation services for special program areas such as ESEA II and III, administration and participation in three multi-state federally funded projects.

e. Developed and began operation of a computerized research information retrieval system for use by DPI staff and all other educators in Wisconsin.

Statewide Pupil Assessment

The 1971 session of the Wisconsin Legislature directed the department to "develop an educational assessment program to measure objectively the adequacy and efficiency of educational programs offered by public schools in this state." [s. 115.28(10)] The position of Director of Assessment and a half time clerical position to initiate the State Educational Assessment Program was approved by BOGO. Statewide educational goals for elementary and secondary education were developed through the Statewide Citizen Educational Goals Task Force appointed by the State Superintendent. Design, development and implementation of the first statewide pupil assessment in mathematics and reading was conducted using a scientifically drawn sample of approximately 6,700 seventh grade pupils and 3,300 third grade pupils in over 240 districts. A report on the testing will be available in early 1974.

Planning Analysis

With the addition of planning analyst positions, the division provided information and alternatives to the State Superintendent and administrators of DPI to aid them in decision-making and operational management. Among the services provided were:

a. The design and implementation of complex educational problems, issues, programs, and systems which aided in the establishment of priorities, alternative courses of action and recommendations which would achieve goals or benefits.

b. The provision of planning and research assistance needed in the development of the state and federal budgets for the State Superintendent.

Planning analysts studied high school vocational education programs in the state, by seeking to determine the current status of vocational education programs, identifying educational needs within the state system, developing alternative future directions on implementation of a quality vocational program in every high school, and by seeking out new funding sources. This background will serve as the basis for a policy paper during the 1973-75 biennium on the critical needs of secondary vocational education in Wisconsin.

Other studies accomplished during the 1971-73 biennium culminated in the following publications: *Overview of CESA 6 Local School Districts, Socio/Economic/Educational Characteristics; Background Educational Data for Local District Needs Assessments; Rising Costs and Possible Economies: A Review of Public School Expenditures in Wisconsin 1969-1970.* In addition, the preparation and publication of *A Guide to Wisconsin's Public School System* provided information to citizens and school district officials.

New Federally Funded Positions

Several new positions were provided for a short period with federal funds, including Evaluation Coordinators, Research Analysts and an Administrative Assistant. Evaluation Coordinators spent 50% of their time providing technical assistance in evaluation to Department staff, and conducting complex evaluation and research studies, while the remaining time was spent working with Title II and III of the Elementary and Secondary Act of 1965 and providing evaluative services and technical assistance on the state and local level.

The research analysts provided support services primarily to Planning Division staff and the Federal Program Coordinator through researching, compiling and analyzing data. Analysts were also able to pursue studies on important Department concerns independently within their area of expertise such as research projects and reports in the field of educational planning and with the Interstate ESEA V Cooperative Accountability Project (CAP) to compile and update information on the national status of educational accountability. These activities generated several interpretive analyses of accountability legislation and models for dissemination of materials regarding state assessment programs to all 50 states. Another product was the development and publication of a handbook for local school districts on federal programs and funds.

Other Accomplishments

In addition to the preceding areas the Planning Services Division also:

a. Administered the ESEA Title V Upper Midwest Regional Interstate Planning Project to coordinate planning activities for a consortium of Midwest state agencies as well as disseminated information nationally for all eight of the National Regional Interstate projects funded by the U.S. Office of Education.

b. On a cost of service basis, the Wisconsin Information Retrieval for Education system (WIRE) provided individualized information search services to Wisconsin educators using an on-line computer system to locate and retrieve data. Since its inception in the 1971-73 biennium, WIRE has answered 454 requests for information from school district administrators, teachers, librarians, graduate students, and personnel in the Department of Public Instruction. WIRE is directed by a federally funded position.

c. Participation by the Department in a third ESEA, Title V Interstate Planning Project administered by the state of Utah originally provided assistance in conducting educational needs assessment in 13 school districts in Cooperative Educational Service Agency 6. Subsequently this activity has been expanded to other areas and projects in the State of Wisconsin. With the limited federal funds available and a minimal local cost to school districts, DPI planning consultants have developed and provided models in community survey techniques, a large survey items data bank, computer analysis of survey responses, and limited consultant activities to districts. In addition to CESA 6 participants, needs assessment projects were being conducted in six school districts. Assistance in the form of workshops and materials have been provided to approximately 52 school districts, 10 CESA's, 6 Secondary School Principals Association conferences, the State Superintendent's Annual Fall Conference, and to other state departments of education. The Wisconsin Needs Assessment Model has been used for vocational education and career development workshops with Local Vocational Education Coordinators (LVEC's) and for the Wisconsin Association of School Boards.

DIVISION FOR LIBRARY SERVICES

The Division for Library Services is responsible for supervision, improvement, and coordination of public, school, college, and special libraries. It also administers federal ESEA Title II programs for school libraries and the Library Services and Construction Act (LSCA) for public libraries.

Two major improvements for local Wisconsin library services were authorized by the 1971-73 budget:

a. The commencement of state aids for public library systems.

b. The opening of a major library resource to all Wisconsin readers.

In addition to budget actions, the biennium brought further developments:

c. A policy that every student in the state, K-12, should have the services of a centralized Instructional Materials Center (IMC) provided as a part of a basic educational program.

d. Revision of the state's library law (Ch. 43; Wis. Stats.,) included statutory means for Wisconsin's libraries to plan for an eventual statewide network of library resources able to be summoned by an individual reader through a network of library delivery systems.

e. Negotiations began with the Department of Health and Social Services to establish planning and development programs in that department for library services in all state institutions.

State Aids for Public Library Systems

The purpose of state aids for public library systems is to bring public library services to residents currently without such service, and to strengthen existing services by working through municipal public libraries within each system. Four systems were approved for payment of aids in 1973. A total of $818,000 was paid, in accordance with a population/area/library expenditure formula, to an eight-county system in northwest Wisconsin, a nine-county system in north central Wisconsin, a four-county system in west central Wisconsin, and to the Milwaukee County Library system.

In the Milwaukee and La Crosse (West-Central) systems, participating libraries are expanding their collections of books, periodicals and audiovisual materials through "charge account" ability at the system center. For the other two systems, direct money payments from the system center provide for improvement of materials collections. In addition, all four systems are using aid money to reinforce such activities as bookmobile services, reference services, inter-library loan, and reciprocal borrowing privileges.

Statewide Access to Major Library Resources

For many years, a "hard core" of almost a quarter-million Wisconsin citizens had no legal access to a public library. Library service to them, by statute, was provided as one of the functions of the State Reference and Loan Library. However, this library, at Madison, was geographically remote. Services to the unserved can now begin to stand at system center or sub-center libraries closer to the patron.

By contract with the Library Division, the Milwaukee Public Library is now making its materials and services available statewide upon proper request. The 2 1/4 million volume collection of the Milwaukee Library, along with full staff services, enabled the Reference and Loan Library to fill approximately 66.7% of its requests for service from other libraries throughout the state. Without the Milwaukee contract, the average would have declined to at least 50% before 1973.

Improvement of School Library Services

Increasing emphasis on student responsibility for learning and the use by teachers of a variety of materials in teaching have provided major impetus for the development of centralized instructional materials centers (IMC's) in public schools. Another important stimulus has been the Elementary and Secondary Education Act, Title II which since 1965 has provided over $12 million to purchase print and audiovisual materials for public and non-public schools in the state. This, plus the instructional materials and audiovisual equipment provided schools since 1958 through the National Defense Education Act, Title III, has been instrumental in demonstrating the contribution of good library/media programs to learning. The Department of Public Instruction has advocated that every student in the state, K-12, should have the services of a centralized IMC provided as part of a basic educational program.

Wisconsin school library collections are approaching a level of adequacy, but most are inadequate in the area of audio-visual materials. Improvements are needed in staff, facilities and student access to materials and equipment for listening and viewing. To achieve this progress, it is essential that schools plan for needed program improvements and that they tie into resources which exist outside the school.

The public library system legislation will tie together statewide resources. School personnel must become knowledgeable of this program and determine where the schools fit in the "network" picture.

Intertype Library Cooperation

There are approximately 330 public libraries, 80 academic, 350 special and more than 2,500 public and nonpublic school libraries in Wisconsin. A formal program of interlibrary cooperation began in 1967, funded under Title III of the federal Library Services and Construction Act. The ultimate goal is a framework of cooperation so that all of the resources and librarian competencies of these libraries will be accessible to all the state's citizens through their local library.

Recognizable progress in the biennium was early planning meetings among the directors of many of these libraries, establishment of interloan Councils, and continuing development of operative interlibrary service organizations. Two such groups now exist – the Northeast Wisconsin Intertype Libraries, Inc., and the Madison Area Library Council. Products so far are area bibliographic compilations and library directories for staff use.